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ABSTRACT

The work-education goals of the People's Republic of China, which are to expand educational opportunity, economic development, and value transformations, are presented first in a 1982 paper and then in a literature update of the paper. Since the death of Mao Tse-tung in 1976, educational policy has focused less on revolutionary committees and tempering intellectual arrogance with work and has emphasized modernity of China's economy. The combination of work and study, however, is still part of the educational emphasis. Although the amount of time devoted to manual work varies, all Chinese students are expected to participate in labor activities, either in factory workshops and agricultural plots on school grounds, in affiliated factories and agricultural communes, or in city factories which operate their own high schools and universities. All educational levels teach basic literacy and quantitative skills, problem solving, an understanding of the problems of production and social life, and a personal commitment to solving these problems. Appended materials include major figures of China's national economy, output of major industrial and farm products, value of fixed assets of state-owned enterprises, national income consumption and accumulation, cultural revolution matrix, education chart, and a "three-good" student chart. (KC)

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# EDUCATION - KEY TO THE PEOPLE'S REPUBLIC OF CHINA'S INDUSTRIAL POWER

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SP 014 388

Shaping Education: Economic and Cultural Influences
Thursday, November 4, 1982
Sessions (Concurrent)

TABLE OF CONTENTS


| Speech Divisions | Page |
|---|---|
| GENERAL SPEECH | 1 |
| BIBLIOGRAPHY OF GENERAL SPEECH | 8 |
| ADDENDUM: UPDATING THE GENERAL SPEECH | 9 |
| BIBLIOGRAPHY OF THE ADDENDUM | 15 |
| PEOPLE'S REPUBLIC OF CHINA MAP | 16 |
| APPENDIXES | |
| A. MAJOR FIGURES OF CHINA'S NATIONAL ECONOMY | 17 |
| B. OUTPUT OF MAJOR INDUSTRIAL AND FARM PRODUCTS | 18 |
| C. VALUE OF FIXED ASSETS OF STATE-OWNED ENTERPRISES | 19 |
| D. NATIONAL INCOME, CONSUMPTION, AND ACCUMULATION | 20 |
| E. ECONOMIC DEVELOPMENT SINCE 1978 | 21 |
| F. CURRENT TRAVEL IN PEOPLE'S REPUBLIC OF CHINA BY AUTHOR | 22 |
| G. CULTURAL REVOLUTION MATRIX | 23 |
| H. EDUCATION IN PEOPLE'S REPUBLIC OF CHINA CHART | 24 |
| I. A THREE-GOOD STUDENT CHART | 25 |

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"Education - Key to the People's Republic
of China's Industrial Power"

Presented by Dr. Lawrence Kavich

Thursday, November 4, 1982

China is made up of 22 provinces, 5 autonomous regions and 3 municipalities; thus, China is termed a multinational country. It is a country with 4,000 years of recorded history, the worlds largest population (980,000 million), a coastline of 11,178 miles, an east to west stretch of 3,000 miles and a north to south stretch of 3,300 miles. China is the third largest country in the world in land mass area (USSR and Canada are number one and two). In October of 1981, I spent approximately three weeks in the People's Republic of China and Hong Kong, a British Colony of which a crucial part reverts back to the PRC in 1997. At that time I visited seven major cities which covered all the basic geographic regions of China except the far West.

As a student of Asian Educational Studies for the past two decades, my purpose in going to China was: 1) to get acquainted with the general contemporary growth and development of the nation; and 2) to obtain a first hand orientation into the contemporary living standards and conditions of the Chinese people.

From my Asian studies and travels which include, U.S. Department of State studies in southeast Asia, and teaching a multidisciplinary course on China at Montana State University, I have presently come to study and research the correlation of education and work in the People's Republic of China (PRC). These two basic societal demands have been uppermost considerations for the Chinese Communist government since its takeover in 1949.

Mao Ze Dong's vision for new China rested on the critical role of education. He always desired to be remembered as a "Great Teacher". According to Dr. Sailey, U.S. Department of State, Mao's position vis-a-vis the intellectuals has always been controversial. He is often accused of being anti-intellectual. Two major upheavals took place during Mao's reign which had the dual components of education and related work.

The Great Leap Forward in 1958 attempted to establish the basic guidelines that "education must be combined with productive labor." Mao personally endorsed the "half work-half study" programs. He did not expect all schools to apply the half and half formula (combined study and work), but he did demand that all faculty and students participate significantly in productive labor. To do this he called upon all schools and universities to either establish a factory relationship or develop working relationships with rural communes and urban industries.

The Great Leap Forward was poorly implemented. The political-moral principle of combined study and work was crucial to Mao's ideologies and a second radical assault on education and political establishment was launched in 1966 in the form of the Cultural Revolution. The central element of the Cultural Revolution was educational-work reform because education was a key to a changing society. Mao discovered that the party leadership was unwilling to continue the revolution as envisioned by him so he turned to the People's Revolutionary Army and students organized as Red Guards to challenge the Party. Mao saw the basic problem as intellectual bureaucratic elitism and work became the necessary ingredient to combat this elitism. As a result the following educational reforms were mandated:

1. Experts should be made RED or dedicated to the goals of the revolution. According to Dr. Sailey, this controversy between "RED" and "Expert" is a major one in Chinese Communist thought.
2. Knowledge should be guided by moral-political principles or education/work outlets.
3. University admission radically reformed which included two years of work experience prior to University admission.

4. May 7th Cadre Schools established for workers.
5. Role exchange between mental (academic) and manual workers.
6. School administrators should be replaced with Revolutionary Committees who help schools reflect needs of production units.
7. Many universities were shut down for 6 months to a year for students and faculty to gain practical experience in factories or rural areas.

Since Mao's death in 1976 educational policies have taken another turn. Basic reforms such as revolutionary committees, two year work requirement and May 7th Cadre Schools were eliminated. According to Premier Zhao Ziyang, modernization of China's economy currently has the highest priority. The Fourth Session of the Fifth National People's Congress which closed on December 13, 1981 emphasized this point. Motions presented dealt primarily with: 1) restructuring the economic system; 2) improving workers' education; 3) increasing industrial and agricultural outputs; 4) energy resources and conservation; 5) strengthening leadership over theatrical, film, TV and publishing works; and 6) imporving the legal system.

Education since 1976 has been concerned with emphasizing the following:

1. It is more important to be an expert than a revolutionary.
2. Intellectuals have a special status of respect and place in the socialist society.
3. More emphasis on knowledge and less on social attitude.
4. Gifted and scholarly are favored in the education system (Palace Schools).
5. Deemphasis of work programs.
6. Workshop emphasis for teachers are pedigogical and/or technical rather than moralistic.

Since 1949, the People's Republic of China has continued to respect traditional Confucian thought with Mao's Marxist viewpoints which can be summarized as follows:

1. The central purpose of education is to improve the moral conduct of the educated.

2. Education is the logical instrument for improving society in general.

3. The State has the right and responsibility to improve society by education and to improve the moral conduct of the people (not related to western emphasis).

4. Educational issues are political issues and political issues are often moral ones.

5. The Confucian view of the elitist educated class has had mixed acceptance.

6. The Maoist view to eliminate this Confucian dichotomy by having joint education/work curriculum still is accepted but without a hard line; recently several high echelon government chiefs and deputies were sweeping the streets and parks of Beihal (Winter Palace) in Beijing. Also, Maoism gives credence for every possible opportunity for manual laborers to get a solid education.

Basically, Maoism desires to remove the attitude and arrogance of the intellectual superiority. Maoism like traditional philosophies believes that one's thoughts determine one's behavior, thus education becomes the force to improving moral conduct. The curricular emphasis of Moral Improvement is part of current educational emphasis combining work and study which is as follows:

1. Require students to work so as to provide problem solving skills

2. Learning by doing skills and theory application

3. Productive labor related to self-sufficiency

4. Key School-Palace Schools for the academically talented

5. Young Pioneers (7-14 age group) are the academically talented who study political doctrine and have regular work details

6. A Three-good Student is stressed at all K-12 levels: good morally; good intellectually; and good physically.

Today industry is growing very rapidly, yet college graduates are not anxious to be assigned to industrial sites in the border regions and in factories. Yet, factories are constantly in need of technicians so currently many different training programs are being initiated. Various forms of training courses have been developed to suit the large number of workers eager to study. Some training courses are run by the factories, some by factories and schools; others are run by a trade; still others are sponsored by colleges and universities.

According to Dr. Sailey, the question of unemployment in China is a very hard one to measure. Still fully 80% of China's population is rural, and it seems hard to find anyone "unemployed" among Chinese farmers, merely people who are underemployed. What has been happening recently is that the government, unaware that it cannot offer employment to many younger people, is letting them try a brand of very restricted quasi-capitalism, and this has met with some success. There remains a large body of disaffected, underemployed young people in the big cities who represent a potential problem for the state.

The situation in China regarding unemployment is constantly being improved. From 1977-1980, 29 million people were given jobs. During the first 9 months of 1981, 4.7 million more were employed. Reasons for this improvement were listed in the January 11, 1982 Beijing Review article titled "Prospects of Employment":

1. Change in the set-up of production and in make-up of ownership
   a. increase in agricultural production
   b. increase in light industrial production
   c. increase in heavy industry
   d. increase in domestic and foreign trade
2. Unified state planning and guidance has created more job opportunities. Job-waiting people no longer have to wait for work in state-run enterprises. They may get work on their own.

3. Development of commerce and service trades. From January to June the number of workers and staff engaged in commerce and the catering and service trades was 1.12 million more than the corresponding period of 1980.

4. Educated youths waiting for jobs in the cities have been called back and assigned work.

Women make up 34% of the nation's total workers. 31.6% of the country's scientific and technological workers in China today are women.

Many factories in major cities have initiated work-study systems of six hours of work and two hours of study. Today 12,000 students in a medium size industrial city are enrolled in factory education programs varying from seven hours of work and one hour of study to five days of work and one day of study; China work week is six days.

The basic educational system is the following in the People's Republic of China today:

1. 0-3 year olds are in nursery schools
2. 3-6 year olds are in kindergartens
3. 6-11 year olds are in primary schools
4. 11-14 year olds are in junior-middle schools
5. 14-17 year olds are in senior-middle schools
6. 17-upward are in some form of higher education, worker education, technical schools or in the labor force.

The government directly controls all schools and all students in China which includes their assignments, their mobility, their placement and their curriculum. For example, the Communist Party Committee and the city government issued regulations for worker education in the city of Dalian, China's northeastern industrial complex which stated: "Progress in worker education would be one of the factors considered in recommending advancement: Worker academic records in worker education would help determine whether a worker should be promoted. Full pay would be given to either full-time or part-time worker-students during their period of study. Bonuses would

be given to those full-time worker-students who attend classes for a short period of three months; other allowances would be granted to those who study for longer periods. Graduates from worker colleges would get the same pay as graduates from ordinary colleges and universities. Full-time teachers engaging in worker education would be treated the same as technical personnel or those teaching in ordinary schools. Part-time teachers would get extra pay for their hours of teaching apart from their monthly wages." Priorities are given to teachers in some factories, mineral industries or commercial businesses for job promotion or housing. There are now 1,500 full-time and 4,000 part-time teachers engaged in worker education in Dalian. These stated factors boost worker education. Presently, more than 90% of Dalian's enterprises run their own schools or training courses with a total enrollment of 450,000 students; this is 48% of their workers and staff. More than 16,000 of these stated students are studying in worker colleges.

China is on the verge of being an industrial world power because of a population zero growth and coal production up 19.4%, crude oil production up 883%, steel production up 37.1%, and machine tools production up 83% (since 1949). If the educational system eliminates illiteracy and the industrial society continues to generate scientific expertise as well as morality, by the year 2000, the People's Republic of China may be the next super-power.

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A seminar--open to all interested persons
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## Addendum

Much of the material for this speech was gathered before April, 1982. Since China is under constant change, a need arose to obtain more information to supplement this speech. International journals and newspaper articles provided this supplementation.

Recent changes in the educational system in China can partially be understood in relation to the positive effects of industrial production. Societies while in the process of industrializing depend on people who can understand and operate the new and updated technologies brought by economic development. The educational system continues to serve the economic system by producing people who are better equipped to work in the occupations and organizations created by industrialization.

Two different sectors often emerge in the educational system: a mass sector and an elite sector. In the mass sector are the primary and secondary schools that educate and train people in the basic skills needed to work with machines in complex organizations. In the elite sector are those schools that teach people how to create, innovate, and to manage themselves and others. Entry to the mass sector is available by citizenship and to the elite sector by selection. The Cultural Revolution challenged the elite sector but did not succeed in toppling it. Perhaps, the great achievement from 1966-1976 in the PRC was the expansion of the mass sector. Yet, it seems the emphasis on rapid economic development toward the year 2000 among the moderates in control of China today (12th Party Congress) has revived the elite sector; the implications of this readjustment for reducing inequalities are momentous.

A country in the process of economic development comes to depend increasingly on the educational system for training people who can operate as well as create new technologies. As part of the elite sector, universities are especially important because they produce the professionals and the intellectuals needed for an

advanced industrial economy. Rewards to college graduates accumulate and are perceived by non-college graduates. If the political system also promises equality, this will legitimize more personal demands for a college education. Unlike the mass sector, participation in the elite sector is not automatic. Higher education selects, instructs, and allocates life careers unequally. There is a built-in conflict between mass and elite aims in education in societies that encourage a belief in equality. The People's Republic of China today is growing technically faster than other developing countries because there is greater manpower potential in both these sectors.

Educational policy in the People's Republic of China (PRC) still requires all students to engage in some type of manual labor. From kindergarten to university, students work in workshops and farm plots managed by their school, and usually every year they leave school to work on factory assembly lines or in farming communes. Although the amount of time devoted to manual work varies from level to level, and from one type of school to another, all Chinese students are expected to participate in labor activities.

Student labor is organized in two ways. First, schools operate their own factory workshops and agricultural plots, usually on school grounds. These facilities range from a simple room where primary school students put together electrical wiring for trucks to an elaborate pharmaceutical lab-workshop where university chemistry majors produce insulin and other medicines. Students in all classes are regularly assigned once a week or once every several weeks to work in these workshops and farm plots. In addition, schools are often affiliated with factories and agricultural communes in which their students work. These last from two weeks to ninety days each year. In addition, some city factories operate their own degree-granting high school and university level institutions to provide in-service education for their employees.

Over the years, since 1949, there have been serious debates among Chinese educators and political leaders about the amount of manual labor to be included in school curriculum, whether this amount should be varied in different types of schools, and what form this labor experience should be taken. The rationale for combining labor with academic study is as much in the realm of actual policy as it is in epistemology. The major goals of Chinese educational policy in general and of work-study education are expansion of educational opportunity, economic development, and value transformations.

By requiring the students to take part in manual labor, work-study education contributes to the mobilization of Chinese manpower for economic development. Even more important are the implications of work-study curriculum for China's approach to manpower training for economic development. The leaders have made the choice that investment in education must contribute to finding a solution to the country's present economic problems.

The central focus of Chinese policy-makers is on the lower levels of the educational system. The new leadership has concentrated its efforts on receiving the benefits of increased literacy and a spreading of middle-level skills of educated people. The present policy implies that students should acquire skills which are immediately applicable rather than broad theories and abstract knowledge. This author has recently been asked to lecture in China on professional education subjects, and Jerome Bruner was the one U.S. educator they requested to be lectured about on his theories and practices.

Chinese leaders have decided that education will best serve pressing development needs if schools teach all students four things: 1) basic literacy and quantitative skills; 2) the ability to solve problems; 3) an understanding of the real problems of production and social life; and 4) a personal commitment to contribute their talents and skills to solving these aforementioned problems. Labor

is a crucial element in this total strategy of making education in primary, secondary, and higher level schools, relevant to national developmental goals. By combining manual work with classroom learning, students have an opportunity to see and test how ideas and technical innovations can improve material results in actual production.

It seems that China's leaders consider the most important link between work-study education and economic development to be attitudinal. The labor experience is supposed to have a profound effect on students' values, personal aspirations, and motivation; these are considered important and a necessary part of socialist society. They are also concerned about guaranteeing that students who have been educated and trained in Chinese schools will have the skills and abilities required to solve economic development problems; it seems that this relates to the desire to devote education perhaps to this purpose.

The policy of work-study education seems to be working. The number of graduates at all levels this year is the highest since 1949, when the current ideas were initiated. This year and next year, 310,000 college graduates will be assigned to work in factories, mines, and enterprises at grass-roots level.

China's Premier Zhao Ziyang feels that in order to attain better economic results, the people of China must follow the following 10 principles:

1. Accelerate the development of agriculture by relying on correct policies and on science.
2. Give prominence to the development of consumer goods industries and further adjust the service orientation of heavy industry.
3. Raise the energy utilization ratio and promote the building of the energy industry and transport.
4. Carry out technical transformation step by step in key units and make the maximum use of existing enterprises.

5. Carry out the all-round consolidation and necessary restructuring of enterprises by groups.

6. Raise more construction funds and use them thriftily through improved methods of acquisition, accumulation and disbursal.

7. Persist in an open-door policy and enhance our capacity for self-reliant action.

8. Actively and steadily reform our economic system and realize the initiative of all concerned to the full.

9. Raise the scientific and cultural level of all working people, and organize strong forces to tackle key scientific research projects.

10. Proceed from the concept of "everything for the people" and make overall arrangements for production, construction, and the people's livelihood.

Reviewing the major accomplishments in its economy because of attained educational relationships, China has set a goal to quadruple the gross annual value of industrial and agricultural production by the year 2000. This would increase their yearly production from 710 billion yuan to 2800 billion yuan. ($410 billion U.S. dollars to $1,624 billion U.S. dollars.)

Current History, the scholarly world of foreign journals recently published (September, 1982) its annual edition on the People's Republic of China, 1982. An article entitled "China's Economic Readjustment", by Jan Prybyta, a distinguished China scholar who just returned from China this past summer believes that "important technical knowledge is gaining in importance. A large technology transfer from the industrial West is beginning to take shape in many fields of industrial and agricultural endeavor." This is especially true regarding Sino-Japanese relations for joint economic priorities (also a Current History article in this stated issue). I am further convinced from the current literature of the past six months, that present education and industrial patterns of growth in the world's most populated nation will focus upon the new China as a growing industrial giant as long as the leadership continues to emphasize the work-study concept applied to a technological society.

"In the final analyses, rapid economic development can only be accomplished by people--people with the right knowledge and skills for the jobs. Not only are top scientists, engineers, and researchers essential, but large numbers of skilled workers and technicians are also of fundamental importance."[1] China has and is moving to this end according to the PRC Ministry of Education's Middle School Education staff on October 18, 1982.

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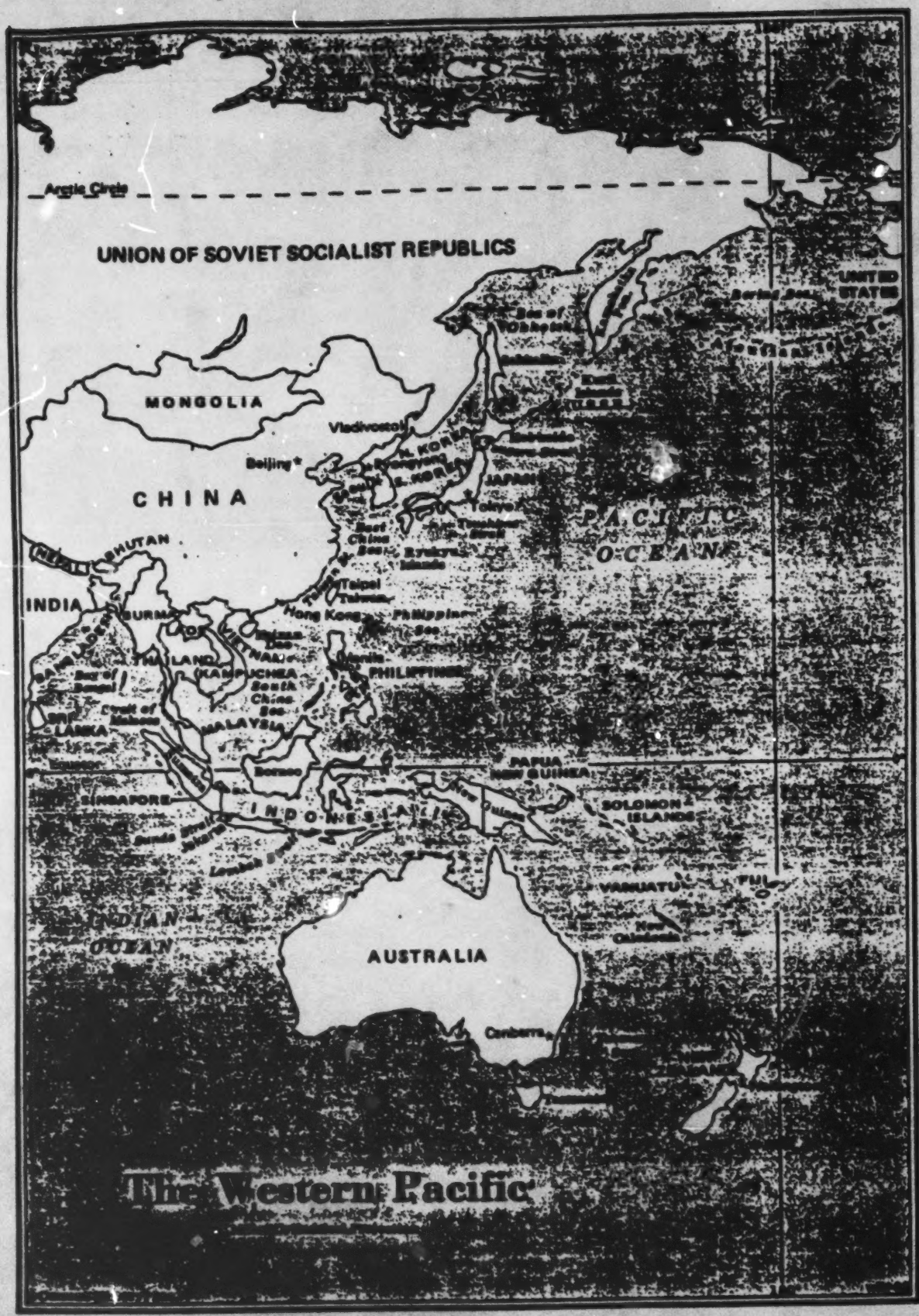


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# MAJOR FIGURES OF CHINA'S NATIONAL ECONOMY *

| Item | Unit | 1949 | 1952 | 1957 | 1965 | 1975 | 1979 | 1980 |
|---|---|---|---|---|---|---|---|---|
| Population | thousand | 541,670 | 574,820 | 646,530 | 725,380 | 919,700 | 970,920 | 982,550 |
| Social labourers | " | | 207,290 | 237,710 | 286,700 | 381,680 | 405,810 | |
| Total industrial and agricultural output value | million yuan | 46,600 | 82,700 | 124,100 | 198,400 | 450,400 | 617,500 | 661,900 |
| Of which: | | | | | | | | |
| Total agricultural output value | " | 32,600 | 48,400 | 53,700 | 59,000 | 128,500 | 158,400 | 162,700 |
| Total industrial output value | " | 14,000 | 34,300 | 70,400 | 139,400 | 321,900 | 459,100 | 499,200 |
| Of which: | | | | | | | | |
| Light industry | " | 10,300 | 22,100 | 37,400 | 70,300 | 139,300 | 198,000 | 234,400 |
| Heavy industry | " | 3,700 | 12,200 | 33,000 | 69,100 | 182,600 | 261,100 | 264,800 |
| National income | " | 35,800 | 58,900 | 90,800 | 138,700 | 250,500 | 335,000 | 363,000 |
| Revenue | " | 6,520* | 18,370 | 31,020 | 47,330 | 81,560 | 110,330 | 108,520 |
| Expenditure | " | 6,810* | 17,600 | 30,420 | 46,630 | 82,090 | 127,390 | 121,270 |
| Total investment in capital construction | " | 1,130* | 4,360 | 13,830 | 17,090 | 39,190 | 49,990 | 53,900 |
| Volume of freight transport | million ton-kilometres | 25,540 | 76,230 | 180,960 | 346,130 | 728,590 | 1,089,770 | 1,202,600 |
| Total volume of retail sales | million yuan | 14,050 | 27,680 | 47,420 | 67,030 | 127,110 | 180,000 | 214,000 |
| Total volume of import and export | " | 4,150* | 6,460 | 10,450 | 11,840 | 29,040 | 45,560 | 56,300 |
| Of which: | | | | | | | | |
| Total volume of import | " | 2,130* | 3,750 | 5,000 | 5,530 | 14,740 | 24,390 | 29,100 |
| Total volume of export | " | 2,020* | 2,710 | 5,450 | 6,310 | 14,300 | 21,170 | 27,200 |

NOTES (1) Total industrial and agricultural output value of 1949 and 1952 are calculated at constant prices of 1952; that of 1957 and 1965, at constant prices of 1957; and that of 1975, 1979 and 1980, at constant prices of 1970. Figures of the other years are calculated at the prices of the respective years.
(2) National income refers to net output value of the five material production departments — agriculture, industry, building industry, transport and communications, and commerce.
(3) "*" indicates 1950 figures.

*Economic Readjustment and Reform, China Today, #3. Beijing Review, Special Feature Series, 1982, p. 208 & 209.

## OUTPUT OF MAJOR INDUSTRIAL AND FARM PRODUCTS *

| *Products* | *1949* | *1952* | *1957* | *1965* | *1975* | *1979* | *1980* |
|---|---|---|---|---|---|---|---|
| coal (100 million tons) | 0.32 | 0.66 | 1.31 | 2.32 | 4.82 | 6.35 | 6.2 |
| electricity (100 million kwh) | 43 | 73 | 193 | 676 | 1,958 | 2,820 | 3,006 |
| crude oil (10,000 tons) | 12 | 44 | 146 | 1,131 | 7,706 | 10,615 | 10,595 |
| steel (10,000 tons) | 15.8 | 135 | 535 | 1,223 | 2,390 | 3,448 | 3,712 |
| cloth (100 million metres) | 18.9 | 38.3 | 50.5 | 62.8 | 94.0 | 121.5 | 134.7 |
| sugar (10,000 tons) | 20 | 45 | 86 | 146 | 174 | 250 | 257 |
| bicycles (10,000) | 1.4 | 8.0 | 80.6 | 183.8 | 623.2 | 1,009.5 | 1,302 |
| sewing machines (10,000) | | 6.6 | 27.8 | 123.8 | 356.7 | 586.8 | 768 |
| wrist watches (10,000) | | | 0.04 | 100.8 | 782.2 | 1,707.0 | 2.216 |
| grain (10,000 tons) | 11,320 | 16,290 | 19,505 | 19,455 | 28,450 | 33,212 | 31,822 |
| cotton (10,000 tons) | 44.5 | 130.4 | 164.0 | 209.8 | 238.1 | 220.7 | 270.7 |
| edible oil (10,000 tons) | 25.4 | 419.3 | 419.6 | 362.6 | 452.1 | 643.5 | 769.1 |
| pork, beef and mutton (10,000 tons) | | 338.5 | 398.5 | 551.0 | 797.0 | 1,062.4 | 1,205.5 |
| aquatic products (10,000 tons) | 45 | 167 | 312 | 298 | 441 | 431 | 449.7 |

*Economic Readjustment and Reform, China Today, #3. Beijing Review, Special Feature Series, 1982, p. 210.

VALUE OF FIXED ASSETS OF STATE-OWNED ENTERPRISES*
(YEAR-END FIGURES)

unit: 100 million yuan

| | 1952 | 1957 | 1965 | 1975 | 1979 | 1980 |
|---|---|---|---|---|---|---|
| TOTAL | 240.6 | 522.9 | 1,445.8 | 3,414.3 | 4,892.5 | |
| Of which: | | | | | | |
| Industry | 107.2 | 272.2 | 961.0 | 2,290.3 | 3,253.2 | |
| Agriculture | | | | 90.8 | 146.8 | |
| Building industry | 1.7 | 21.7 | 22.9 | 47.5 | 80.4 | |
| Transport, communications, and postal and telecommunications services | 115.2 | 182.7 | 337.9 | 672.0 | 890.2 | |
| Commerce, catering and other service trades | 11.5 | 33.9 | 91.1 | 209.6 | 358.7 | |
| Supply and marketing departments | 0.1 | 1.8 | 8.8 | 23.9 | 41.6 | |
| Urban public utilities | 4.9 | 10.6 | 24.1 | 37.6 | 59.1 | |
| Science, cultural, educational and medical service undertakings | | | | 17.0 | 25.9 | |

Notes: (1) The value of fixed assets refers to the amount paid by enterprises as independent accounting units for purchasing and building various kinds of fixed assets;
(2) Items in this table are divided according to administrative instead of economic departments.

*Economic Readjustment and Reform, China Today, #3. Beijing Review, Special Feature Series, 1982, p. 213.

## NATIONAL INCOME, CONSUMPTION AND ACCUMULATION *

| | 1952 | 1957 | 1965 | 1975 | 1979 | 1980 |
|---|---|---|---|---|---|---|
| National income (100 million yuan) | 589 | 908 | 1,387 | 2,503 | 3,350 | 3,630 |
| Index (with 1952 as 100%) | 100 | 153.0 | 197.5 | 384.7 | 484.9 | |
| Per-capita national income | 104 | 142 | 194 | 274 | 347 | |
| National income spent (100 million yuan) | 607 | 935 | 1,347 | 2,451 | 3,356 | |
| Consumption (100 million yuan) | 477 | 702 | 982 | 1,621 | 2,195 | |
| Accumulation (100 million yuan) | 130 | 233 | 365 | 830 | 1,161 | |
| Rate of accumulation (%) | 21.4 | 24.9 | 27.1 | 33.9 | 34.6 | |

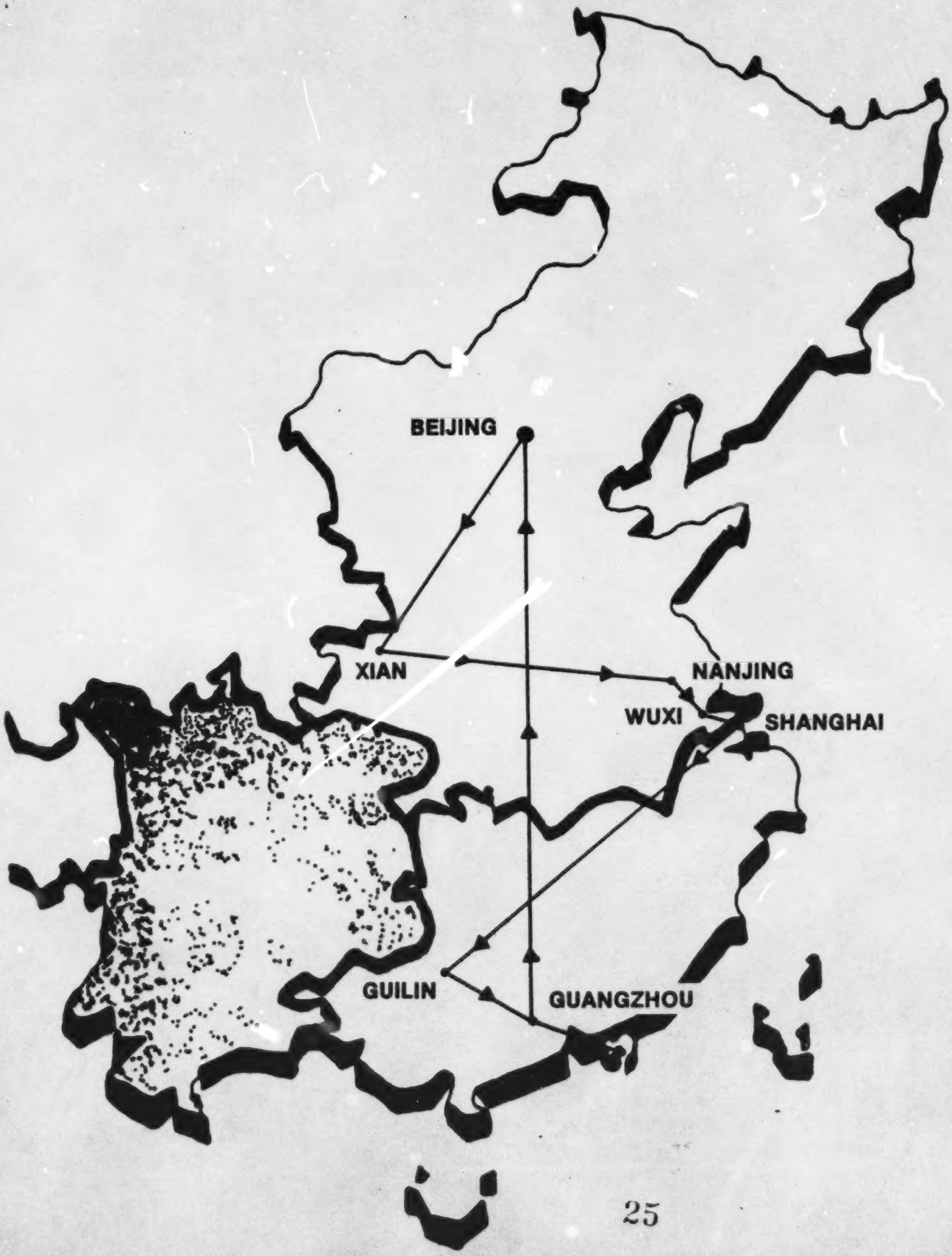
*Economic Readjustment and Reform, China Today, #3. Beijing Review, Special Feature Series, 1982, p. 214.

## ECONOMIC DEVELOPMENT SINCE 1978 (THE NATIONAL ECONOMIC* READJUSTMENT BEGAN IN 1979)

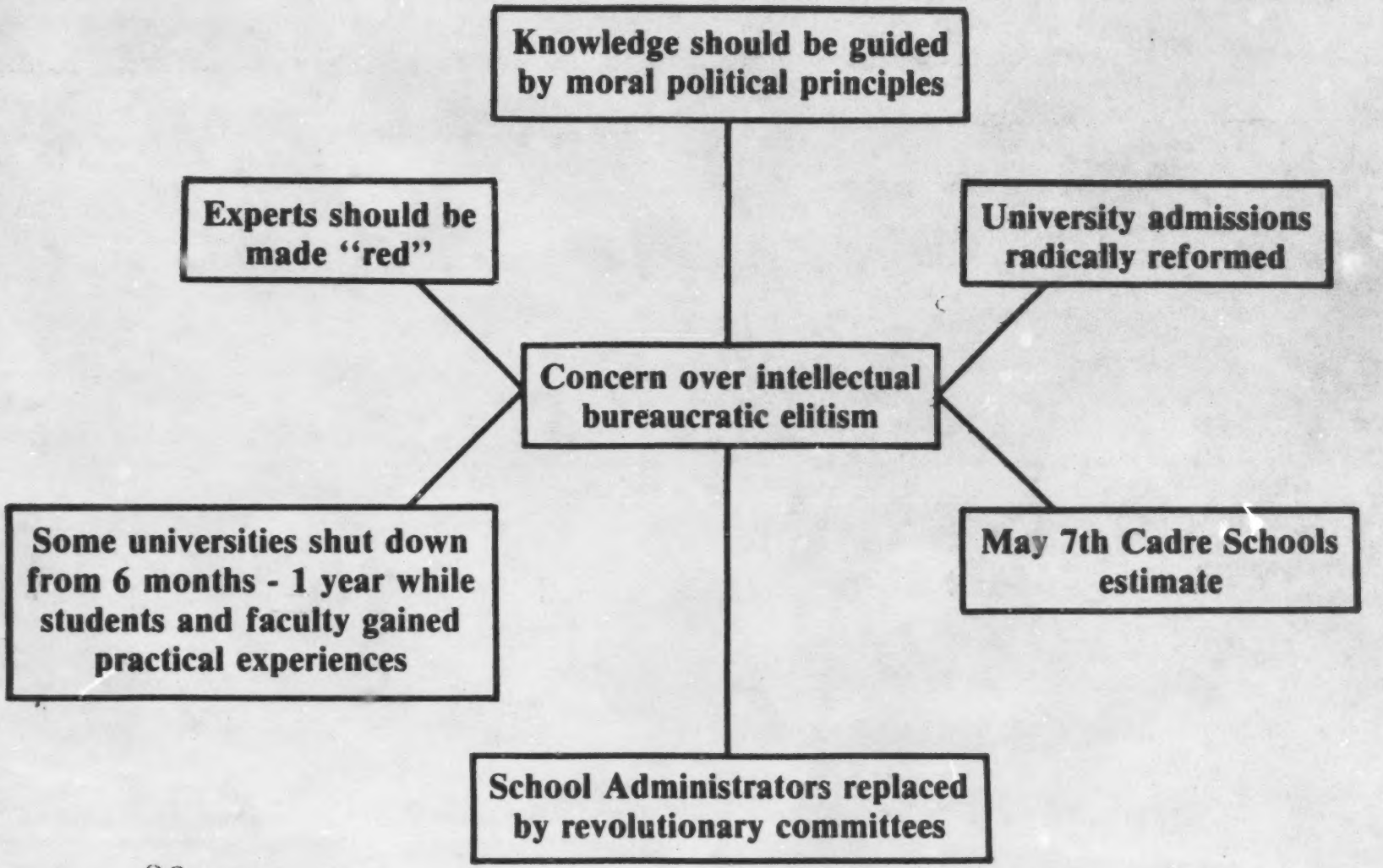
| Items | 1978 | 1979 | 1980 | 1981 |
|---|---|---|---|---|
| Increase in total industrial and agricultural output value (compared with that of last year) | 12.3% | 8.5% | 7.2% | 4% (projected figure) |
| Growth in national income | 12% | 7% | 6.9% | to be announced |
| Distribution of national income: Increase in peasant income (from raised purchasing prices of farm produce and reduced taxes) | 0 | 10,300 million yuan | 19,300 million yuan | 22,400 million yuan |
| Increase in worker and staff income (from more jobs, wage increases and bonuses) | 5,400 million yuan | 7,500 million yuan | 14,000 million yuan | 19,000 million yuan |
| Proportion between accumulation and consumption (in per cent): | | | | |
| Consumption | 63.5% | 65.4% | 67% | 70% |
| Accumulation | 36.5% | 34.6% | 32% | 30% |
| Proportion between heavy and light industrial output value (in per cent): | | | | |
| Light industry | 42.7% | 43.1% | 46.9% | to be announced |
| Heavy industry | 57.3% | 56.9% | 53.1% | to be announced |
| Deficit | 0 | 17,060 million yuan | 12,750 million yuan | 2,720 million yuan |

*Economic Readjustment and Reform, China Today, #3. Beijing Review, Special Feature Series, 1982, p. 216 & 217.

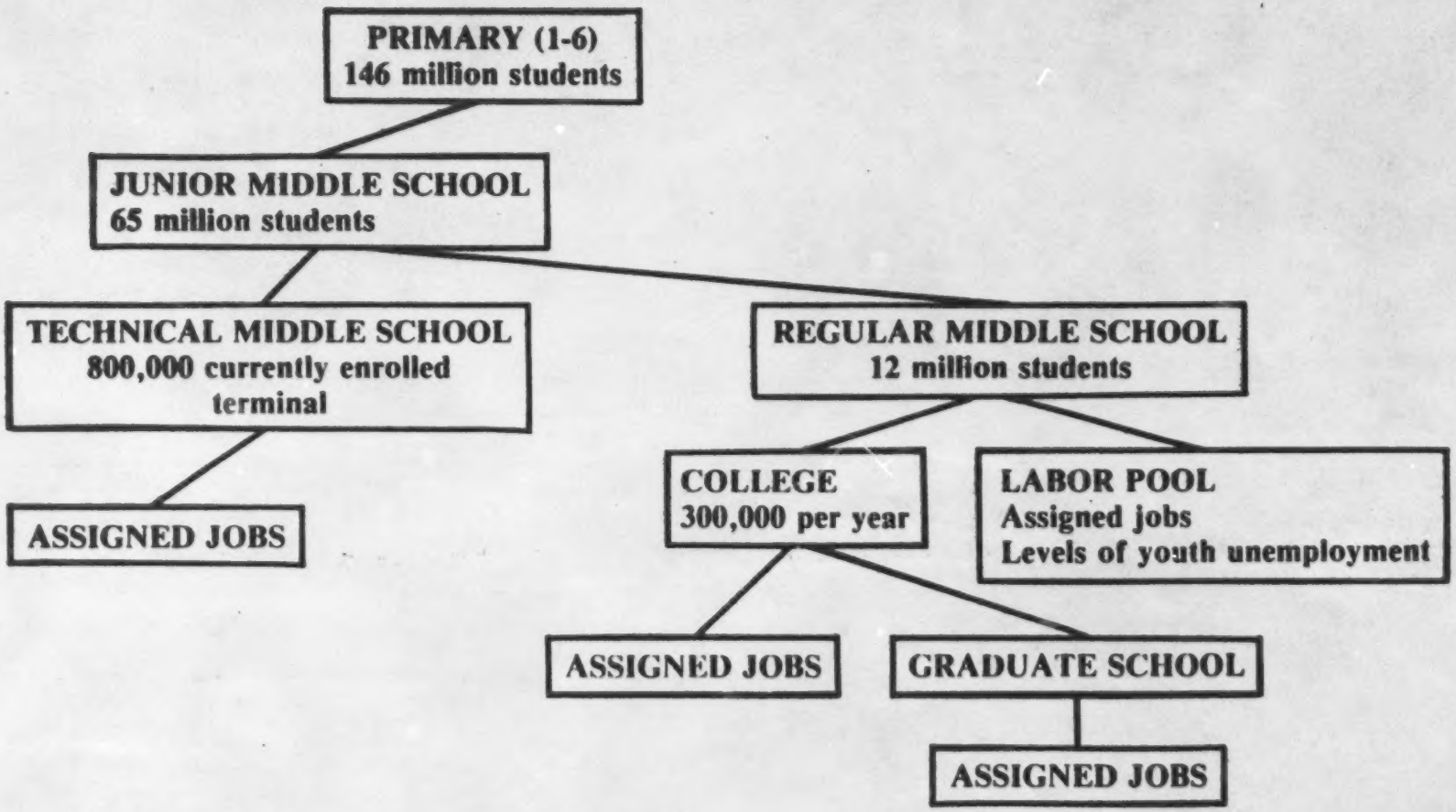
Travel in People's Republic of China by Author



# CULTURAL REVOLUTION


Knowledge should be guided by moral political principles
Experts should be made "red"
University admissions radically reformed
Concern over intellectual bureaucratic elitism
Some universities shut down from 6 months - 1 year while students and faculty gained practical experiences
May 7th Cadre Schools estimate
School Administrators replaced by revolutionary committees

# EDUCATION IN CHINA (People's Republic)



# A Three-good Student